

between the partners. Interestingly, the study revealed that not only do students and faculty perceive of themselves as superior to the people they encounter at service sites, but that community partners also perpetuate these conceptions by assuming that university partners are more knowledgeable than themselves. Thus, they tend to rely on academics for solving community-related problems.

This study's findings are significant in that the outcomes provide empirical evidence for and increased confidence in the theoretical arguments that these factors are impediments to establishing democratic university-community partnerships (Saltmarsh et al., 2009). Additionally, the findings pertaining to classism brought attention to how the local culture influences service-learning partnerships. In so doing, these findings can stimulate future studies to deepen our understanding of how the local context may promote or paralyze reciprocity between the university and the community. Ultimately, the study's outcomes call upon university constituents to find strategies to empower community partners to recognize the assets they bring to partnerships.

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